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ABSTRACT

This annual report highlights the activities of Idaho's Division of Vocational Education in fiscal year 1998. The mission of vocational and applied technology education is to provide Idaho's youth and adults with the technical skills, knowledge, and attitudes necessary for successful performance in a globally competitive workplace. Idaho's vocational-technical education system consists of programs and services in secondary schools, the technical college system, and a system office, the Division of Vocational Education. These programs include: (1) agricultural science and technology; (2) business and office technology; (3) individualized occupational training; (4) trade and industry; and (5) farm business management. While over the years many of the general program areas have remained the same, specific program content has changed dramatically to keep pace with rapid technological advances in the work environment. One hundred and nine school districts have approved vocational-technical programs and 86.5% of high school students took at least one vocational class in 1998. In the same year, 2.3 percent of the total State General Fund was appropriated to the Division of Vocational Education for vocational-technical education. The State General Fund and federal resources were the two primary funding sources for Vocational-Technical Education. (JA)

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Idaho Division of Vocational Education

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Annual Report FY 1998

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Mission Statement

The Mission of Vocational and Applied Technology Education is to provide Idaho's youth and adults with technical skills, knowledge, and attitudes necessary for successful performance in a globally competitive workplace.

Vocational Education is governed by the State Board of Education, which in Idaho is designated as the State Board for Vocational Education.

State Board members for FY 1998:

Ms. Judith Meyer, President
Dr. Thomas E. Dillon, Vice President
Mr. Jerry Hess, Secretary
Mr. Harold Davis
Mr. Curtis Eaton
Dr. Carole McWilliam
Mr. Roy Mosman
Dr. Anne Fox, Ex-Officio Member
Dr. Gregory Fitch, Executive Director

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State Administrator's Message

To the People of Idaho

Challenges and opportunities made Fiscal Year 1998 an exciting and productive one for workforce education in the State of Idaho.

It began when the State Board of Education approved a new reporting structure for the agencies and institutions under its authority. This resulted in improved efficiencies and coordination of efforts between the Board Office and the Division of Vocational Education. The Idaho Legislature followed up with solid support for vocational-technical education, approving additional funds for both secondary and postsecondary programs. In addition, the legislature created an option for the establishment of Professional Technical Schools at the secondary level. Another unique opportunity for high-end, state-of-the-art technical education was created by the J.A. and Kathryn Albertson Foundation in its support of the development of professional technical academies.

The State Division of Vocational Education was also involved in a number of other initiatives to improve workforce education - most in close collaboration with others. With administrative and creative support from the Department of Administration and funding from the Department of Labor, the Division is coordinating training for all State of Idaho information technology personnel. Workforce development training has been a major focus, particularly with the effective distribution of Workforce Training Fund dollars in partnership with the Department of Commerce and the Department of Labor. In recognition of the critical need for effectively educated technical workers, Governor Batt awarded 20 Governor's Cup Scholarships to students pursuing technical college programs of study. Finally, the State Board of Education's 70% Committee has grappled with improving educational services to all students including underserved adults and minorities.

In FY 1998, the Division of Vocational Education directed resources in the form of funding, staff, and expertise to meet the challenges, take advantage of opportunities, and implement strategic plan goals. This Annual Report highlights those achievements. It also serves as a reminder that the future will demand more of the same.

The Division of Vocational Education welcomes the challenge. The vocational-technical system exists to anticipate and deliver the education required for Idaho's ever-changing global economy. We look forward to your input and collaboration.

Mike Rush
State Administrator

Overview

Idaho has a streamlined educational structure with a single State Board of Education responsible for all public education, academic and vocational-technical, from kindergarten through graduate school. The single Board of Education structure in Idaho allows for a "seamless", more accountable system of education, working cohesively for the betterment of the citizens of Idaho.

The constitutionally prescribed mission of the State Board of Education is to give strategic direction, establish educational policy and provide general supervision to all public education and educational related activities in the state. In 1919 the Idaho Legislature enacted Idaho Code Section 33, Chapter 22, Vocational Education - Federal Aid which designated the State Board of Education as the State Board for Vocational Education to accept the benefits and provisions of the Smith-Hughes Act. The State Board for Vocational Education appoints an administrator for vocational education (through the Board's Executive Director) and delegates authority to the Division of Vocational Education for all vocational-technical education in the state.

Vocational-Technical Education in Idaho

Idaho's vocational-technical education system consists of programs and services in secondary schools, the technical college system and a system office – the Division of Vocational Education.

Vocational-technical education is the state's primary educational system for preparing Idaho's workforce. Vocational-technical education programs provide individuals with the technical knowledge and skills needed to prepare for employment in current or emerging fields, or to continue their education. The scope of the vocational-technical education system ranges from career awareness and prevocational skill development at the junior high/middle school level to highly specialized, customized training for Idaho industry at the postsecondary level.

Secondary vocational-technical education programs and services are provided through junior high/middle schools, comprehensive high schools, professional technical schools and through cooperative programs with the technical colleges. Postsecondary vocational-technical programs and services are delivered through a statewide system of six technical colleges.

The Division of Vocational Education provides leadership, advocacy and technical assistance for vocational-technical education in Idaho. The Division targets resources; organizes and applied industry input; and creates unique policies and guidelines necessary for high quality technical education.

By combining statewide leadership with locally controlled programs, Idaho is able to deliver efficient, cost-effective vocational-technical education. The vocational-technical education system enables Idaho to remain economically competitive.

Programs and Services

The foundation of vocational-technical education is the technical training programs. While over the years many of the general program areas have remained the same, specific program content has changed dramatically to keep pace with rapid technological advances in the work environment. These programs include:

Agricultural Science and Technology (AST) programs prepare people for careers in dynamic, global, natural-resource based industries. While production, processing, and distribution of plant and animal products for food continue to occupy a central place, rapidly changing technologies are leading to exciting new careers in agriculture. Environmental management, food-quality assurance, biotechnology, horticulture, turf and landscape management, agricultural research, toxicology, aquaculture, communications, international trade and marketing careers along with many others related to farm and forest need qualified, technically skilled people. AST programs build global awareness and develop leadership for these food, fiber and natural resource systems.

Business and Office Technology programs prepare students for entry into and advancement in business and management careers. These classes provide students with computer-based competencies in word processing, data-base management, spread sheets, computerized accounting, desk-top publishing and computer graphics. Equally important, business and office technology prepares students to handle their own business affairs and to function intelligently as consumers and citizens in a business economy.

Career Guidance programs offer schools the tools to assist students in making educational and career choices. Counselors are actively involved in guidance activities that assist all students in making career choices. They help students in self-assessment, knowledge of educational programs and current labor market trends.

Family and Consumer Sciences programs enable students to acquire transferable skills for employment and personal use as well as job specific knowledge and skills in a wide variety of occupations in child and elder care, apparel and interior design and merchandising, food production and management, hospitality, education, resource management and social and human services. Students in Family and Consumer Sciences programs may use their skills to directly enter the workforce, or they may be involved in programs that articulate to technical programs at the postsecondary level or continue their studies at the university level. Family and Consumer Sciences education is designed to assist individuals in balancing life in the home, the community and the world of work.

Individualized Occupational Training programs provide organized work-based learning experiences to fit individual student career choices and extend the range of vocational training a school can offer. This program design includes three foundational components – school-based, work-based, and connecting activities.

Programs and Services (continued)

Health Occupations Education prepares people for careers in the health care industry. Idaho's health occupations education programs encompass three levels of vocational education. Students at the secondary level are provided the opportunity to explore a wide variety of career options, learn some basic health care competencies and receive specific training as nursing assistants or health care aides. Idaho's postsecondary programs expand options in the nursing, surgical technology, dental assisting, health information technology, medical assisting, and physical therapy assisting areas. A variety of short-term health care training programs are also available at each of Idaho's six postsecondary technical colleges. These include professional development courses for Licensed Practical Nurses, phlebotomist training and other nursing assisting and aide level training programs that are offered in the secondary setting.

Marketing Education programs provide classroom instruction and work-based training in communications, customer service, sales, marketing and management. Students are introduced to the latest marketing technologies, marketing analysis, entrepreneurship, small business management and international marketing. These programs prepare youth and adults for careers in sales, advertising, food and restaurant marketing, hospitality and tourism, hotel and motel marketing/ management and international marketing.

Tech Prep programs connect secondary and postsecondary technical education. In the same way college prep courses prepare students for a baccalaureate degree, Tech Prep programs prepare students for a degree in a technical school program. In FY 1998 the number of approved Tech Prep programs increased by 25% from 188 to 235 statewide. One hundred seven secondary schools and the six technical colleges are involved in Tech Prep. The number of students at the high school level enrolled in a Tech Prep program increased by 63%.

Technology Education programs provide students with an understanding of the concepts and experiences using technology. Students study, design, research, build and test structures, materials and technologies commonly used in today's highly advanced industrial applications. Courses include Manufacturing, Communications, Power, Energy and Transportation, and Construction Systems. These areas comprise the umbrella of knowledge which spans all the systems used in industry so students can gain valuable knowledge and understanding of how that technology is applied within a vast array of applications. In addition, the Technology Support Technician program (which has grown significantly over the past three years) teaches students to create and maintain computer networks in their school districts while they learn skills in demand by Idaho employers.

Trade and Industry programs prepare students for constantly changing careers that require a strong academic base with sound mechanical skills and the ability to transfer those skills in a technically mobile workplace (occupational setting). Students are provided opportunities to master competencies under industry-established conditions in programs that meet national industry skill standards. Curriculum content covers approximately 40 occupational areas from graphics and imaging technology to precision machining, robotics, automotive and collision repair technology, computer installation and networking, journalism and broadcast technology, electronics and construction technologies.

Workforce Development/Customized Training (short-term training), delivered through the technical college system, trains individuals who need to upgrade their current job skills and/or develop new job skills to remain in their current job or find new employment. This training also responds directly to specific new and expanding industry.

Emergency Services Training (EST) consists of two distinct but integrated training programs – Fire Service and Hazardous Materials training. EST includes two new training programs – Flashover Survival Training and Anti-Terrorism Training. EST provides guidance and academic and technical training to firefighters interested in pursuing an Associate of Applied Science Degree through EST's vocational education program. EST works closely with numerous other state, federal and national training agencies to provide additional training opportunities and ensure training meets state and federal guidelines.

Farm Business Management program provides farm families the opportunity to develop the management skills necessary to operate the farm in a business-like manner. Programs at the College of Southern Idaho, Boise State University, Idaho State University, and Eastern Idaho Technical College helps farm families improve their skills in decision making, use of credit, crop and production analysis, business law and records management.

Vocational Student Organizations

Vocational Student Organizations are an integral part of vocational-technical education programs and help students develop critical, industry-identified employability and leadership skills. Students also learn community involvement, and gain an increased awareness of the world of work. In FY 1998, participation in vocational student organizations increased by 2.9% from 8,722 to 8,971.

BPA
Business Professionals of America
FY 1998 membership - 2,251

FHA/HERO
Future Homemakers of America/
Home Economics Related Occupations
FY 1998 membership - 1,242

DECA/DEC
Distributive Education Clubs of America/
Delta Epsilon Chi
FY 1998 membership - 714

FFA/PASI
Idaho FFA Association/
Postsecondary Agriculture Student Organization of Idaho
FY 1998 Membership - 3,775

TSA
Technology Student Organization
FY 1998 membership - 344

Skills USA-VICA
Vocational Industrial Clubs of America
FY 1998 membership - 645

Delivery System

In Idaho, Vocational-Technical Education is integrated into a larger, academic institutional structure through public schools or postsecondary institutions.

Secondary Delivery System

Secondary vocational-technical education programs and services are provided through junior high/middle schools, comprehensive high schools, professional technical schools and through cooperative programs with the technical colleges. One hundred nine school districts have approved vocational-technical programs and 86.5% of high school students took at least one vocational class in FY 1998.

State vocational funding is provided for approved vocational programs to offset the added costs associated with operating those programs. Federal vocational funds are distributed to school districts to improve vocational education programs.

Performance Results

- Increased the number of approved secondary vocational-technical education programs from 613 in FY 1997 to 644 in FY 1998
- Increased the number of high school students enrolling in vocational-technical education programs by 5.35% from FY 1997
- Increased the number of students enrolled in Individualized Occupational Training programs from 894 in FY 1997 to 1,795 in FY 1998
- Increased the number of disadvantaged students enrolled in secondary vocational programs by 84
- Attained positive placement for 93% of secondary students
- Increased the percentage of schools meeting the standard for Occupational Skill Attainment in FY 1997 to 85%, up from 76% in FY 1996
- Increased the percentage of schools meeting the standards on the Direct Writing Assessment in FY 1997 to 37%, up from 30% in FY 1996
- Increased the percentage of schools meeting the standard for the Test of Achievement and Proficiency (TAP) in FY 1997 to 54%, up from 52% in FY 1996

Idaho Enrollments
Secondary Vocational-technical Education

	1993	1994	1995	1996	1997	1998	1-Yr % Change	5-Yr % Change
HIGH SCHOOL (○)	66,541	69,287	71,561	73,591	75,921	75,611	-0.41	13.63
VOCATIONAL ED TOTALS	43,169	46,102	52,410	58,689	62,085	65,408	5.35	51.52
AG/SCIENCE TECHNOLOGY	6,928	7,353	7,750	8,045	8,737	8,971	2.68	29.49
BUSINESS EDUCATION	13,550	14,605	15,790	17,696	17,995	19,321	7.37	42.59
HEALTH OCCUPATIONS	290	529	929	1,416	1,300	1,427	9.77	392.07
FAMILY/CONSUMER SCIENCES (✓)	14,273	15,103	15,801	15,656	15,657	16,224	3.62	13.67
OCCUP FAM/CONS SCIENCE	439	427	569	656	743	787	5.92	79.27
MARKETING EDUCATION	1,273	1,367	1,681	1,837	1,896	1,896	0.00	48.94
TECHNOLOGY EDUCATION	1,467	1,192	(●) 4,237	7,050	7,861	7,460	-5.10	408.52
TRADE AND INDUSTRY	4,830	5,446	5,296	5,971	6,720	7,359	9.51	52.36
MULTI-OCCUPATIONS (X)	119	80	357	362	282	168	-40.43	41.18
INDIVIDUALIZED OCCUP TRAINING			New Program Area in FY1997		894	1,795	100.78	N/A
SPECIAL POPULATIONS (★)	(11,793)	(13,140)	(14,712)	(14,954)	(16,456	(16,540)	0.51	40.25
TECH PREP (➤)	1	72	402	958	1,446	2,358	63.07	N/A

(○) Public School Grades 9-12. Numbers do not include ungraded secondary students.
(✓) The enrollments shown for this program area include Teen Parenting students.
(●) During FY91 - FY94, Technology Education (Industrial Technology) enrollment included only those students in grant-funded programs.
(X) Multi-Occupations is gradually being replaced by Individualized Occupational Training (IOT).
(★) These numbers reflect students who are included in the program enrollments above.
(➤) These students have signed up for a four-year program culminating in a postsecondary AAS degree or other two-year postsecondary education. Most of these students are enrolled in vocational programs listed above.

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Secondary Hispanic and Native American Enrollments
Fiscal Year Comparison

Hispanic

DIVISION	FY97 ENRL			FY98 ENRL		
	Total	Hispanic	%	Total	Hispanic	%
Individualized Occup Trng	894	55	6.15	1,795	179	9.97
Multi-Occupations	282	25	8.87	168	1	0.60
Ag Science/Technology	8,737	437	5.00	8,971	445	4.96
Marketing Education	1,896	178	9.39	1,896	118	6.22
Health Occupations	1,300	70	5.38	1,427	101	7.08
Business Education	17,995	1,501	8.34	19,321	1,499	7.76
Family/Cons Sciences	15,657	1,609	10.28	16,224	1,695	10.45
Occup Fam/Cons Sciences	743	120	16.15	787	131	16.65
Technology Education	7,861	357	4.54	7,460	365	4.89
Trade/Industry	6,720	632	9.40	7,359	571	7.76
TOTALS	**62,085**	**4,984**	**8.03**	**65,408**	**5,105**	**7.80**

Native American

DIVISION	FY97 ENRL			FY98 ENRL		
	Total	Native Am	%	Total	Native Am	%
Individualized Occup Trng	894	24	2.68	1,795	50	2.79
Multi-Occupations	282	12	4.26	168	2	1.19
Ag Science/Technology	8,737	186	2.13	8,971	145	1.62
Marketing Education	1,896	14	0.74	1,896	4	0.21
Health Occupations	1,300	17	1.31	1,427	8	0.56
Business Education	17,995	326	1.81	19,321	281	1.45
Family/Cons Sciences	15,657	273	1.74	16,224	222	1.37
Occup Fam/Cons Sciences	743	6	0.81	787	28	3.56
Technology Education	7,861	53	0.67	7,460	66	0.88
Trade/Industry	6,720	42	0.63	7,359	51	0.69
TOTALS	**62,085**	**953**	**1.54**	**65,408**	**857**	**1.31**

Postsecondary Delivery System

Postsecondary vocational-technical programs are delivered through a statewide system of six technical colleges. Three of the technical colleges are housed on the campuses of four-year institutions (Boise State University in Boise, Idaho State University in Pocatello and Lewis-Clark State College in Lewiston), two are housed on the campuses of community colleges (College of Southern Idaho in Twin Falls and North Idaho College in Coeur d'Alene) and one is a stand-alone technical college (Eastern Idaho Technical College in Idaho Falls).

Idaho's six technical colleges are:

- Larry G. Selland College of Technology, Boise State University (Boise)
- School of Vocational-Technical Education, College of Southern Idaho (Twin Falls)
- Eastern Idaho Technical College (Idaho Falls)
- School of Applied Technology, Idaho State University (Pocatello)
- Technical Programs, Lewis-Clark State College (Lewiston)
- School of Applied Technology, North Idaho College (Coeur d'Alene)

The technical college system is funded through the State General Fund for faculty salaries, operating expenses, capital outlay and local administration. The postsecondary system also receives federal vocational-technical education funds.

Workforce Training Network

The Workforce Training Network (WTN), under the direction of the State Division of Vocational Education, combines training resources from all six Idaho technical colleges plus the departments of Labor and Commerce. Idaho businesses in any region of the state can look to the WTN to deliver training assessment, customized training, and access to statewide resources, equipment, instructors and current technology.

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Performance Results

- Increased the number of approved postsecondary vocational-technical education programs from 143 to 147
- Attained positive placement of 93% of postsecondary vocational-technical education completers
- Offered 14 computer related AAS/Certificate Programs
- Enrolled 1,662 students in office technology, software engineering, computer applications, customer service, network support, A+ computer support, and computer networking technology courses
- Provided 20 scholarship opportunities for postsecondary vocational-technical students through the Governor's Scholarship program
- Received Workforce Training Fund grants to provide customized training to more than 1,560 new Idaho employees (received 11 out of 14 grants awarded in FY 1998)
- Delivered workforce and customized training to 31,825 adults for retraining and upgrading work skills through 3,117 short-term training classes
- Delivered fire service, hazardous materials and emergency services training to 7,888 emergency personnel
- Increased the number of postsecondary AAS Degree/Certificate students by 15.6%
- Increased the number of students in short-term classes by 8.2%

Postsecondary Vocational-technical Education

Annual Enrollment Summary for FY1998

	TOTAL	BSU	CSI	EITC	ISU	LCSC	NIC
AAS/Cert. Enrollment							
Accrued Headcount	6,429	1,098	1,203	1,301	1,673	688	466
Student VFTE *	3,704	829	542	370	1,191	410	362
No. of Programs	147	35	25	13	34	19	21
Short-Term Training							
Accrued Headcount **	39,713	9,029	4,790	2,479	10,170	4,216	9,029
Short-Term Training	31,825	6,847	3,535	1,686	8,175	3,875	7,707
Hazardous Materials Trng	2,766	527	492	171	1,136	121	319
Fire Service Training	4,926	1,641	750	601	711	220	1,003
Emergency Medical Trng	196	14	13	21	148	0	0
Student VFTE	904	306	147	42	170	80	159
Number of Classes	3,599	784	347	262	662	829	715
Total Enrollments							
AAS/Cert. & Short Term Accrued Headcount	46,142	10,127	5,993	3,780	11,843	4,904	9,495
AAS/Cert. & Short-Term Accrued VFTE	4,608	1,135	689	412	1,361	490	521
Other Enrollments/Services							
Center/New Directions	2,515	326	434	350	730	324	351
Adult Basic Education	8,271	2,036	2,158	848	1,515	730	984
Corrections	51						

* Vocational Full-time Equivalent

** The Short-Term Training accrued headcount, student VFTE and number of classes include all Short-Term, Hazardous Materials, Fire Service and Emergency Medical Training data.

Postsecondary Hispanic and Native American Enrollments
Fiscal Year Comparison

Hispanic

DIVISION	FY97 ENRL			FY98 ENRL		
	Total	Hispanic	%	Total	Hispanic	%
Agriculture	456	2	0.44	584	5	0.86
Marketing	304	10	3.29	616	15	2.44
Health Occupations	598	23	3.85	647	22	3.40
Business Technology	1,547	53	3.43	1,871	62	3.31
Occup Fam/Cons Sciences	252	19	7.54	262	19	7.25
Technical Occupations	763	33	4.33	809	43	5.32
Trade & Industry	1,516	63	4.16	1,501	64	4.26
TOTALS *	5,436	203	3.73	6,290	230	3.66

Native American

DIVISION	FY97 ENRL			FY98 ENRL		
	Total	Native Am	%	Total	Native Am	%
Agriculture	456	17	3.73	584	30	5.14
Marketing	304	8	2.63	616	14	2.27
Health Occupations	598	8	1.34	647	9	1.39
Business Technology	1,547	39	2.52	1,871	36	1.92
Occup Fam/Cons Sciences	252	9	3.57	262	16	6.11
Technical Occupations	763	12	1.57	809	14	1.73
Trade & Industry	1,516	42	2.77	1,501	38	2.53
TOTALS	5,436	135	2.48	6,290	157	2.50

* The total enrollment numbers do not include 128 (FY97) and 139 (FY98) Pre-vocational students. Those enrollments are not broken down by division or ethnicity, therefore they cannot be used in the percentage calculations.

System Funding

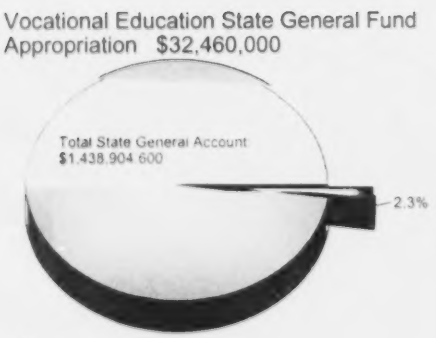
The Idaho Vocational-Technical Education System is accountable to Idaho citizens. The Vocational-Technical Education System supports this philosophy that Idahoans deserve the highest level of performance at the least cost.

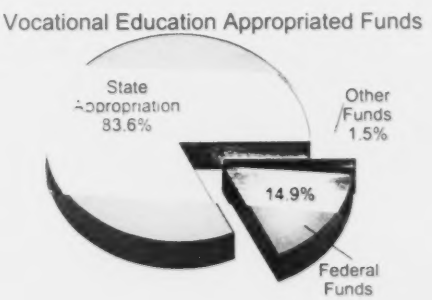
Fiscal Analysis

In FY 1998, 2.3 percent of the total State General Fund was appropriated to the Division of Vocational Education for vocational-technical education. The State General Fund and federal resources were the two primary funding sources for Vocational-Technical Education. The State General Fund, appropriated by the Idaho Legislature, supplied 83.6% of the budget, and the federal government supplied 14.9%.

The Division of Vocational Education also fiscally administered the following grants and contracts:

- JTPA 8% Subgrant
- School-to-Work Grant
- SOICC/CIS Grants
- Emergency Medical Technician (Health and Welfare) Contract





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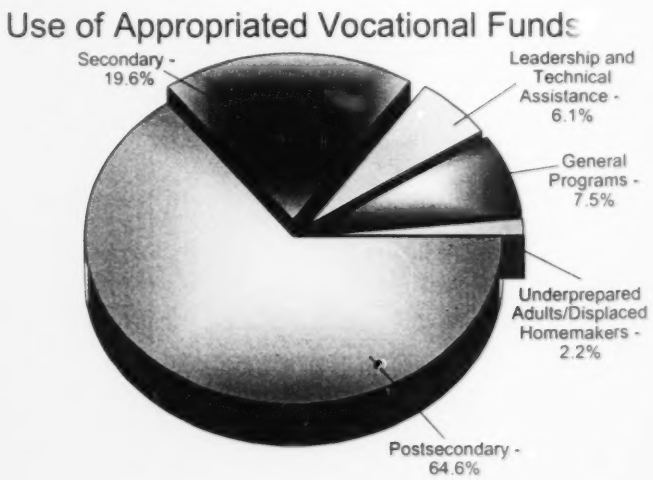
Secondary Programs

At the secondary level, state appropriated vocational funds provide added-cost funding for vocational-technical programs. These funds pay for those costs which are above and beyond the costs of regular instruction and include extended teacher contracts, equipment and supplies. The state is currently reimbursing approximately one-third of these added-costs for operation of high school vocational-technical programs.

Postsecondary Programs

The technical college system is funded through the State General Fund for faculty salaries, operating expenses, capital outlay and local administration. The postsecondary system also receives federal vocational-technical education funds. Although student fees help defray the cost of maintaining facilities, grounds and related overhead, they are not used to support postsecondary instruction at the technical colleges. Student fees are included in the main institutional budgets to support plant maintenance and operations.

Workforce development/customized training (short-term training) for adults is paid primarily by employer contributions and user fees, with additional support from the vocational education general program budget.


Use of Appropriated Vocational Funds
Secondary - 19.6%
Leadership and Technical Assistance - 6.1%
General Programs - 7.5%
Underprepared Adults/Displaced Homemakers - 2.2%
Postsecondary - 64.6%

At-Risk Populations

Minorities

Overall, minority student enrollment in vocational-technical education programs increased in FY 1998, although Native American participation in the secondary programs slowed or decreased. Minority enrollment as a percentage of the total enrollment decreased slightly from FY 1997.

- There were 5,105 Hispanic students (compared to 4,984 in FY 1997) and 857 Native American students (compared with 953 in FY 1997) enrolled in high school vocational-technical programs.
- At the postsecondary level, 230 Hispanic students (compared to 203 in FY 1997) and 157 Native American students (135 in FY 1997) were enrolled.

Unprepared and Underprepared Adults

Single Parents, Displaced Homemakers and Single Pregnant Women – In Idaho, teen and adult single parents, displaced homemakers and single pregnant women are served through a network of counseling centers called Centers for New Directions.

- In FY 1998, the Centers served 361 single parents under the age of 21 who were not in high school and also served 2,515 adults.
- In FY 1998, 65% of those served entered jobs and/or training programs.
  - 812 entered the labor market
  - 833 entered school/training
  - 144 enrolled in nontraditional training

Academic Skills Development - Idaho technical colleges delivered educational services such as developmental skills education, assessment, counseling, career guidance, and pre-vocational training to help unprepared and underprepared adults succeed in technical education and the workplace.

- In FY 1998, 3,167 were enrolled in Academic Skills Development.

Department of Corrections - Vocational education courses are offered at the Idaho State Correctional Institution, the Pocatello Women's Correctional Center, the North Idaho Correctional Institution, the Idaho Correctional Institution at Orofino, the Idaho Maximum Security Institution, and the Southern Idaho Correctional Institution.

- In FY 1998, the total number of students enrolled in courses through the Department of Corrections was 942 for a total number of 49,344 contact hours.

Linkages

State Level Linkages

The Division of Vocational Education is the administrative agency for the State Occupational Information Coordinating Council (SOICC), the Idaho Career Information System (CIS), and the Job Training Partnership Act (JTPA) 8% State Education and Coordination funds. The Division is the designated fiscal agency for the state's School-to-Work Grant.

In addition, the Division helps support Idaho's Adult Basic Education (ABE), facilitates employment readiness, schedules statewide activities of the distance learning system and coordinates the delivery of the Information Technology Training Program training.

Examples of coordinated activities include:

- Technology Initiative
- Data Sharing
- Minority Education with the Office of the State Board of Education
- Development of Distance Learning Activities
- Development, Approval and Delivery of Workforce Training Fund Grants
- Statewide Emergency Coordinating Council
- Statewide Workforce Training Projects

Local Linkages

Leadership for vocational-technical education is provided by the technical colleges in their respective regions by coordinating the delivery of training with other public agencies, public schools and business/industry. The technical colleges also deliver adult basic education programs, which provide literacy and GED instruction through grants from the Department of Education with funding support from the Division of Vocational Education.

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